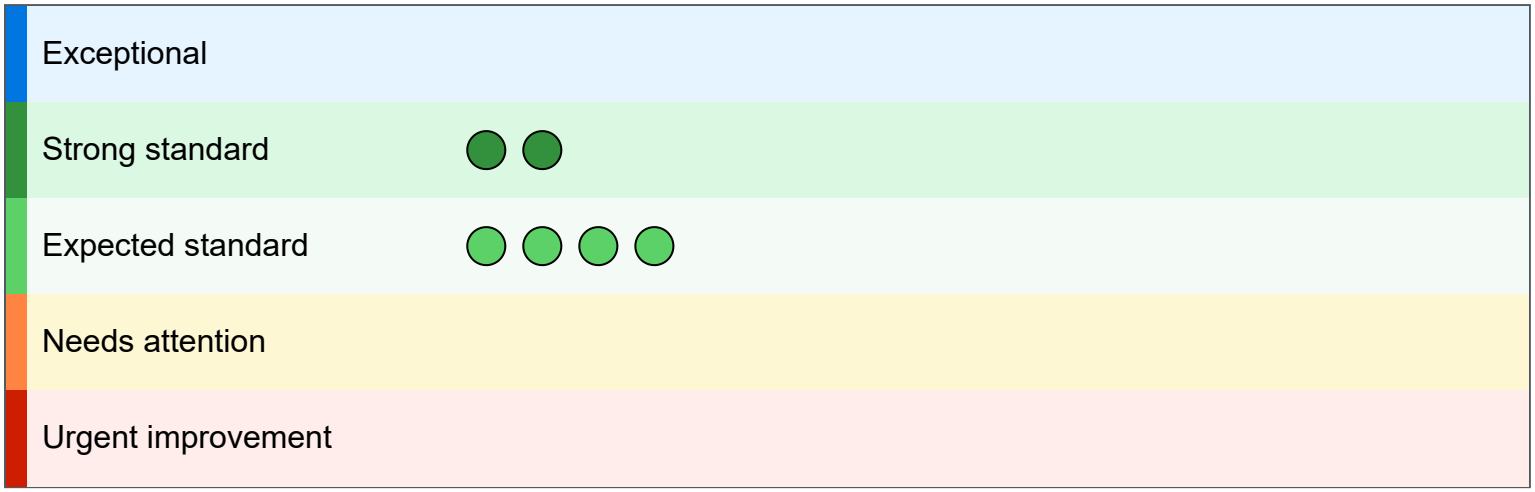
The Bridge Keystone

Address: Duncombe Road, London, N19 3DL

Unique reference number (URN): 143702

Inspection report: 29 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Inclusion

Strong standard

Leaders have a detailed understanding of pupils' individual needs, vulnerabilities and aspirations. Staff understand pupils' barriers to learning, the support they receive and the progress they make. Leaders draw on a broad range of information, including annual reviews, education, health and care plans, and attendance and assessment information to develop a highly personalised approach for all pupils. This includes those who are disadvantaged, looked after or known to social care.

Leaders maintain ambitious expectations while ensuring that pupils receive the support they need to access learning successfully. They check pupils' progress closely and use information effectively to adapt provision when needed. When concerns emerge, leaders respond promptly. They adjust support to help pupils remain engaged in education.

Staff work patiently and persistently to help pupils develop trust, confidence and a sense of belonging. Through carefully planned transitions, positive relationships and tailored support, many pupils who have previously struggled to attend school begin to re-engage with education. They participate more fully in school life.

Specialists from across the trust work closely with leaders to support the ongoing development of what the school provides. Many pupils who previously found education difficult now engage positively in learning, develop meaningful relationships and take an active part in the wider life of the school.

Personal development and wellbeing

Strong standard

Personal development is a significant feature of the school's work and reflects leaders' ambition to prepare pupils for successful adult lives. Leaders have designed a curriculum and wider provision that respond directly to pupils' individual needs, vulnerabilities and future aspirations. Pupils develop the confidence, knowledge and practical skills needed to participate increasingly successfully in school, their communities and future education or employment.

The personal, social, health and economic education curriculum is carefully sequenced and revisits key concepts regularly. Pupils develop an increasingly secure understanding of healthy relationships, including the importance of consent, emotional wellbeing, personal safety and managing risk. Leaders respond proactively to issues affecting pupils' lives. For example, following concerns linked to social media use, leaders adapted the curriculum to include explicit teaching about online relationships, digital risks, artificial intelligence and 'deep fakes'. Pupils are now better equipped to recognise online risks, make safer choices and seek help when needed.

Pastoral support is highly personalised. Pupils learn how to manage emotions more effectively, develop resilience and maintain engagement with school, even during periods of difficulty.

Preparation for adulthood is embedded throughout the curriculum. Pupils develop independence through practical experiences such as cooking, shopping, careers education and community-based activities. These opportunities help pupils strengthen communication skills, make informed decisions and apply learning in real-life contexts. Older pupils gain experiences that prepare them progressively well for further education, employment and training.

Leaders also broaden pupils' experiences through visitors from, and links with, the wider community. For example, pupils engage with employers, emergency services and local organisations. This helps them build positive relationships, develop social skills and increase their understanding of the world around them. As a result of leaders' work, pupils develop growing self-awareness and independence. Many pupils who arrive with limited confidence, anxiety or negative experiences of education go on to participate more fully in learning.

Expected standard

Achievement

Expected standard

Pupils make positive progress from their different starting points. Leaders understand that many pupils arrive with gaps in knowledge and barriers that affect learning. They ensure that pupils receive the support they need to re-engage with education and achieve success.

Pupils develop knowledge and skills across the curriculum. For instance, in science, they gain an increasingly secure understanding of complex concepts and use subject-specific vocabulary accurately, while in English, they engage with ambitious texts, including Shakespeare, and develop literacy and communication skills. Similarly, in food technology, pupils apply practical skills confidently and use technical language appropriately. They increasingly transfer these skills to real-life situations and develop greater independence as a result.

Leaders carefully match qualifications to pupils' abilities and aspirations. Pupils leave with qualifications that reflect these abilities and ambitions and support their next steps. Through careers education, community participation, cooking and shopping activities, pupils develop the confidence and practical skills needed for further education, employment, training and adult life.

Attendance and behaviour

Expected standard

Many pupils arrive with histories of non-attendance, school avoidance and anxiety. The school's approach to inclusion and safeguarding is particularly evident in the way pupils with significant attendance difficulties are supported. Leaders understand the reasons behind pupils' absence and work patiently with families to rebuild confidence and trust. They avoid simplistic solutions and, instead, seek to address the underlying barriers preventing pupils from attending. Systems are robust. Leaders monitor attendance each day and review this information weekly. They work closely with external agencies where concerns arise. The impact of this work is evident in some individual cases. Nevertheless, leaders acknowledge

that attendance remains below where they want it to be and rightly continue to prioritise this area.

Behaviour is managed through positive behaviour support and effective restorative approaches. Leaders focus on understanding pupils' behaviour. Staff seek to identify the reasons behind behaviour and support pupils to regulate effectively. This approach contributes to the school's safe, calm and respectful atmosphere. Pupils follow routines well. They move around the school sensibly and engage positively in lessons and social times. Staff respond thoughtfully when pupils become upset, anxious or distressed. Staff maintain clear expectations while providing appropriate support. Staff understand that different pupils require different types of support and respond positively to guidance.

Curriculum and teaching

Expected standard

Leaders have developed a curriculum that responds well to the needs of pupils. It reflects their vulnerabilities, previous educational experiences and future aspirations. The curriculum combines academic study with preparation for adulthood. Leaders have introduced and strengthened areas such as careers education, digital literacy, online safety and community participation. Leaders are embedding these recent developments to ensure they impact fully on pupils' learning.

Leaders and staff understand that many pupils require explicit teaching to navigate both school and adulthood successfully and manage any risks they may face. As such, teaching is characterised by clear explanations, secure subject knowledge and carefully adapted learning. Staff understand pupils' barriers and strengths and adjust learning appropriately. For instance, in science, teachers model precise subject-specific language and expect pupils to use technical vocabulary accurately. Staff adapt teaching thoughtfully using visual supports, structured explanations and personalised strategies. Leaders identify learning gaps through assessment and usually respond quickly. Some pupils benefit from concepts being broken down into smaller steps, while others apply their learning through more demanding learning activities.

Learning is often highly engaging. For example, in art, pupils explore the relationship between music and artistic expression. They use sophisticated musical terminology and connect sound to visual representation. Staff balance support with challenge and encourage pupils to make their own choices.

Leadership and governance

Expected standard

Leaders have successfully stabilised the school following a period of change. They have created a culture where many pupils who arrive disconnected from education develop trust and a sense of belonging. Leaders, governors, trust representatives, staff and local authority partners share a consistent view that the school is moving forward with greater clarity, direction and purpose.

Leaders have an accurate understanding of the school's strengths and areas for improvement. Their priorities are well chosen and focused on the needs of pupils, particularly curriculum implementation, assessment, attendance and preparation for

adulthood. They have strengthened relationships with pupils, families and staff while maintaining ambitious aspirations for pupils' futures.

Trust leaders provide effective support, challenge and strategic oversight. They have supported the school well through a period of transition while allowing leaders to respond to the specific needs of pupils and their families. Governors know the school well. Through visits, reports and discussions with pupils and staff, they validate leaders' evaluations and hold them appropriately to account.

Staff speak positively about leadership. They feel listened to, supported and valued. Leaders pay close attention to wellbeing and workload. They have introduced practical measures that help staff manage their responsibilities effectively.

Leaders have also strengthened engagement with families. Improved communication helps parents and carers understand their children's learning, achievements and next steps. Parents and external professionals value the school's openness and willingness to work in partnership. Relationships between home and school have strengthened, helping leaders support pupils' attendance, wellbeing and engagement with learning.

What it's like to be a pupil at this school

Pupils benefit from a school that is ambitious for their futures and determined that previous experiences do not limit what they can achieve. Many pupils arrive following a disrupted education, often with low attendance, anxiety and limited trust in adults. Pupils quickly develop a sense of belonging because staff understand their circumstances. They respond carefully to their needs.

Pupils increasingly engage enthusiastically in learning and experience success. This is because pupils access an ambitious curriculum that combines academic learning with preparation for adulthood. Leaders have strengthened the curriculum so that it reflects pupils' different needs, interests and aspirations. As a result, pupils develop knowledge and skills across a range of subjects.

Pupils build trusting relationships. They interact comfortably with staff and peers during social times. These positive relationships help pupils re-engage with education and feel part of the school community. Pupils learn how to regulate their emotions, manage relationships and seek help when needed. Daily reflection sessions, regular check-ins and restorative approaches help pupils develop self-awareness and resilience.

Pupils benefit from experiences beyond the classroom. For example, they plan recipes, shop in the local area, prepare meals, meet employers and participate in community projects. These activities help pupils develop communication skills, confidence and independence while preparing them for the next stage of education and adult life.

Pupils begin each day positively. They are welcomed by staff and settle quickly into tutor groups. They engage safely with established routines. Activities such as 'newsround' provide a purposeful start to the day. This gives pupils opportunities to discuss current events and express their views. They build confidence in sharing their ideas. Leaders recognise that

attendance remains a challenge for some pupils. However, they continue to focus on reducing barriers so that more pupils can benefit fully from the opportunities the school provides.

Next steps

- Leaders should further strengthen the curriculum so that pupils consistently build and remember important knowledge, skills and understanding across all subjects, including preparation for adulthood, careers and digital literacy.
- Leaders should continue their work to improve attendance and reduce persistent absence by working closely with pupils, families and external agencies to help more pupils attend regularly and benefit fully from school life.

About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This school is part of The Bridge MAT Ltd, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Hermann Farrington, and overseen by a board of trustees, chaired by David Tait.

The chair of the local governing board in this school is Stephanie Smith.

This inspection took place on 29 and 30 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

There have been a number of significant changes to the school's leadership since the last inspection. The current headteacher was appointed in January 2026.

The local authority places all pupils in the school, and all pupils have an education, health and care plan.

Inspectors spoke with the chief executive officer, the chair and members of the board of directors and the local governing board, a local authority representative, the headteacher, senior leaders and a range of staff during the inspection.

The inspectors carried out activities including discussions with leaders and teachers about the curriculum, visiting a sample of lessons, speaking with groups of pupils about their learning and considering pupils' work.

The inspectors looked at a range of policies and documentation relating to pupils' welfare and education. The inspectors observed pupils' behaviour during lessons and around the school.

The inspectors spoke with pupils about their experiences at school.

The inspectors spoke with staff about their workload and well-being.

The inspectors considered the views of pupils, parents and staff, including through Ofsted's online surveys.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provision.

Headteacher: Elliot Blackmore

Lead inspector:
Lascelles Haughton, His Majesty's Inspector

Team inspector:
Janice Howkins, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

56

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

School capacity

90

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

Pupils eligible for free school meals (FSM)

85.71%

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

Pupils with an education, health and care (EHC) plan

100.00%

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

Pupils with special educational needs (SEN) support

0.00%

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Type of specialist provision (if applicable)

SpLD - Specific learning difficulty, MLD - Moderate learning difficulty, SLD - Severe learning difficulty, SLCN - Speech,

language and communication, HI - Hearing impairment, VI - Vision impairment, ASD - Autistic spectrum disorder, OTH - Other difficulty/disability

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school
2025/26 (1 term)	19.8%
2024/25 (3 term)	19.6%
2023/24 (3 term)	18.5%

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school
2025/26 (1 term)	55.2%
2024/25 (3 term)	42.6%
2023/24 (3 term)	57.1%

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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